

**A GRAMMAR CONTAINING THE
ETYMOLOGY AND SYNTAX OF THE
ENGLISH LANGUAGE: FOR ADVANCED
GRAMMAR GRADES, AND FOR HIGH
SCHOOLS, ACADEMIES, ETC.**

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A grammar containing the etymology and syntax of the English language: for advanced grammar grades, and for high schools, academies, etc. by William Swinton

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WILLIAM SWINTON

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FOR ADVANCED GRAMMAR GRADES, AND FOR HIGH SCHOOLS,
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By WILLIAM SWINTON,
AUTHOR OF "HARPER'S LANGUAGE SERIES," "BIBLE WORD-BOOK," ETC.



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P R E F A C E.

THIS text-book of English Grammar forms the advanced manual of Harper's "New Language Series," and is designed for study in connection with the author's *New School Composition*.^{*} In a graded course on the English language it is intended to fill the place of the book known as the *Progressive Grammar*. That, in such a course, it will fill that place in a manner more satisfactory than the work just named may reasonably be hoped from the considerations adduced in the following paragraphs.

At the time when the *Progressive Grammar* was first published (1872), it had become a conviction in the minds of many thoughtful teachers and others that English grammar, as set forth in books and taught in schools, was failing to accomplish its avowed end, namely, "to teach the art of speaking and writing the English language with propriety." The *Progressive Grammar* was an attempt to break loose from the shackles of purely technical grammar—to strip it of fruitless formalism, and to introduce the constructive element. It may be remarked that the author's views did not then extend beyond that *one* book. Soon after, however, the experience of the school-room led the author to believe—as a like experience was leading many others to believe—that a method of language-

^{*} Both treatises may be had bound in one volume, under the title "Swinton's English Grammar and Composition."

training quite different from that mainly in vogue was necessary: there arose, in fact, the thought of *language* as one thing, and of *grammar* as another thing; and in this view it seemed that a suitable apparatus of elementary instruction was yet to be supplied. This conviction took shape in the books known as *Language Primer*, *Language Lessons*, and *School Composition*.

In the meantime, contemporaneously with the appearance of the successive books of the "Language Series," there came about a broadening and readjustment of the scheme of language-study in the public schools. The necessity of a progressive and graduated course of training in the mother-tongue, extending over some years, and beginning in practice and ending in theory, is now generally recognized and acted on; so that, a considerable uniformity in the programme and method of English study being attained, it seems possible to adapt our book-apparatus to the work to be done in our schools.

It is with the view of accomplishing this purpose that a thorough remodelling of Harper's "Language Series" has been made. It is thought that the books now form a closely connected series, embodying a progressive course of development, the outline of which may be thus set forth:

1. LANGUAGE PRIMER—mainly *practice*.
2. NEW LANGUAGE LESSONS—*theory* and *practice* (i. e., grammar and composition) in about equal proportion.
3. { NEW ENGLISH GRAMMAR, } the two studies differentiated,
 { NEW SCHOOL COMPOSITION— } but simultaneously pursued.

In the remodelled series, the present text-book forms the *Grammar*, pure and simple. It presupposes a certain amount of previous training in the theory and practice of English—presupposes, at least, the amount of knowledge obtainable from Swinton's *Language Lessons*, or from a similar book; and its specific place in the cur-

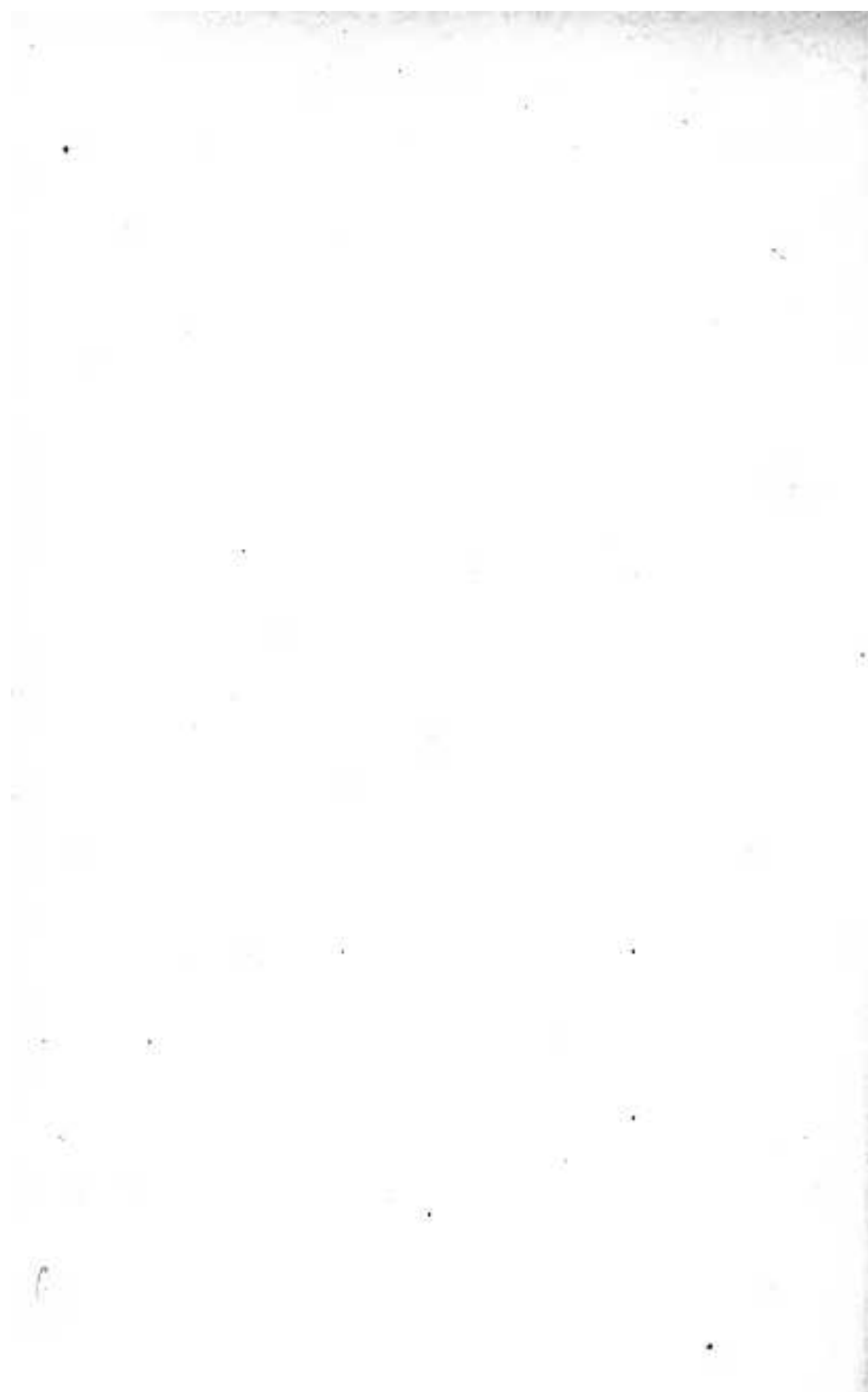
riculum is to be found in the advanced grammar grades of our public schools, though the book is also suited to the wants of high schools and academies. It is earnestly recommended that the Grammar be taken in connection with the *School Composition*,—the author's ideal of the distribution of study being: three grammar lessons and two composition lessons per week.

The method and the matter of the book are both so obvious that teachers will discover its scope and character by simply turning over the leaves: hence no detailed exhibit of the plan seems to be called for here. The author would state in a single sentence that his aim has been to set forth, in the light of the latest linguistic scholarship, the etymology and the syntax of the English language—to make a logical, systematic, and well-ordered presentation of this great subject, with a view both to intellectual development, or wit-sharpening, and to the attainment of a fair mastery of the art of speaking and writing our tongue. Very great care has been taken to make it a *working* class-book; and particular attention is called to the summaries, topical analyses, and written reviews. For the higher study of English, in its historical and comparative aspects, a good amount of material will be found in the Appendix, pages 237–252.

In the preparation of this text-book the author has handled several hundred English grammars, all of which have been suggestive in one way or other. He must, however, acknowledge his indebtedness throughout to the great German works of Maetzner and of Koch, and to the English grammars of Morris, Ernest Adams, Bain, Mulligan, and Mason. It will perhaps not be amiss to credit to these storehouses all that is best in the *material* of this text-book; its *architecture* the author claims as his own.

WILLIAM SWINTON.

NEW YORK, August, 1877.



CONTENTS.

	PAGE
INTRODUCTION	1
SECTION I.—ETYMOLOGY.	
CHAPTER	3
I. CLASSIFICATION AND FORMS	3
II. THE NOUN	6
I. DEFINITION	6
II. CLASSES OF NOUNS	7
III. GRAMMATICAL FORMS OF THE NOUN	11
I. NUMBER, 11; II. GENDER, 16; III. CASE, 21; IV. PERSON, 23.	
III. THE PRONOUN	28
I. DEFINITION	28
II. CLASSIFICATION AND INFLECTION	28
I. PERSONAL PRONOUNS, 28; II. RELATIVE PRONOUNS, 31; III. INTERROGATIVE PRONOUNS, 33.	
IV. THE ADJECTIVE	35
I. DEFINITION	35
II. CLASSIFICATION	35
I. LIMITING ADJECTIVES, 36; II. QUALIFYING ADJECTIVES, 40; III. GRAMMATICAL FORMS OF THE ADJECTIVE, 41.	
V. THE VERB	48
I. DEFINITION	48
II. CLASSIFICATION	48
III. VERBALS	52
IV. GRAMMATICAL FORMS OF THE VERB	53
I. VOICE, 54; II. MOOD, 55; III. TENSE, 57; IV. MOODS WITH TENSES, 57; V. NUMBER AND PERSON, 64; VI. CONJUGATION, 66; CONJUGATION OF THE AUXILIARY VERBS, 67; PARADIGM OF THE REGULAR VERBS, 71; PARADIGM OF THE IRREGULAR VERBS, 74; FORMS OF CONJUGATION, 75; IRREGULAR VERBS, 80.	
VI. THE ADVERB	85
DEFINITION, CLASSES, AND INFLECTION	85
VII. THE PREPOSITION	89
VIII. THE CONJUNCTION	93
THE INTERJECTION	95
IX. USES AND PARSING OF THE PARTS OF SPEECH	98
I. THE NOUN	98
II. THE PRONOUN	108
III. THE ADJECTIVE	113
IV. THE VERB	118
V. THE ADVERB	123
VI. PREPOSITION, CONJUNCTION, AND INTERJECTION	124
METHOD OF ABBREVIATED PARSING	127
NOTES ON VARIABLE PARTS OF SPEECH	130